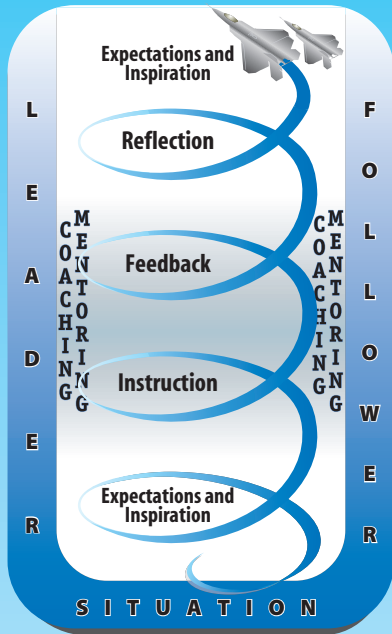


The Leadership Growth Model



Cadets must develop their skills and perspectives as both leaders and followers because they will serve simultaneously in both capacities at USAFA in the same way officers serve as both leaders and followers at every level of the Air Force.

The LGM defines the key relationships among leaders, followers, and the situation in terms of a four-stage, continuous process. The chart at left details the four stages of the LGM: **Expectations and Inspiration, Instruction, Feedback, and Reflection.**

First, the leader sets **expectations** with the follower and provides **inspiration** by developing a shared understanding of purpose. The leader then provides the essential **instruction** to help the follower meet the leader's, follower's, and organization's expectations and objectives. As the follower works toward these objectives, the leader coaches, mentors and assesses the follower's competency and provides **feedback** throughout their engagement.

Finally, the **reflection** stage (where the leader and follower review their expectations, instructions, and feedback) crystallizes any lessons learned and prepares participants to enter the next cycle.

"Tell me and I forget. Teach me and I remember. Involve me and I learn."

— Ben Franklin

The Guiding Principles

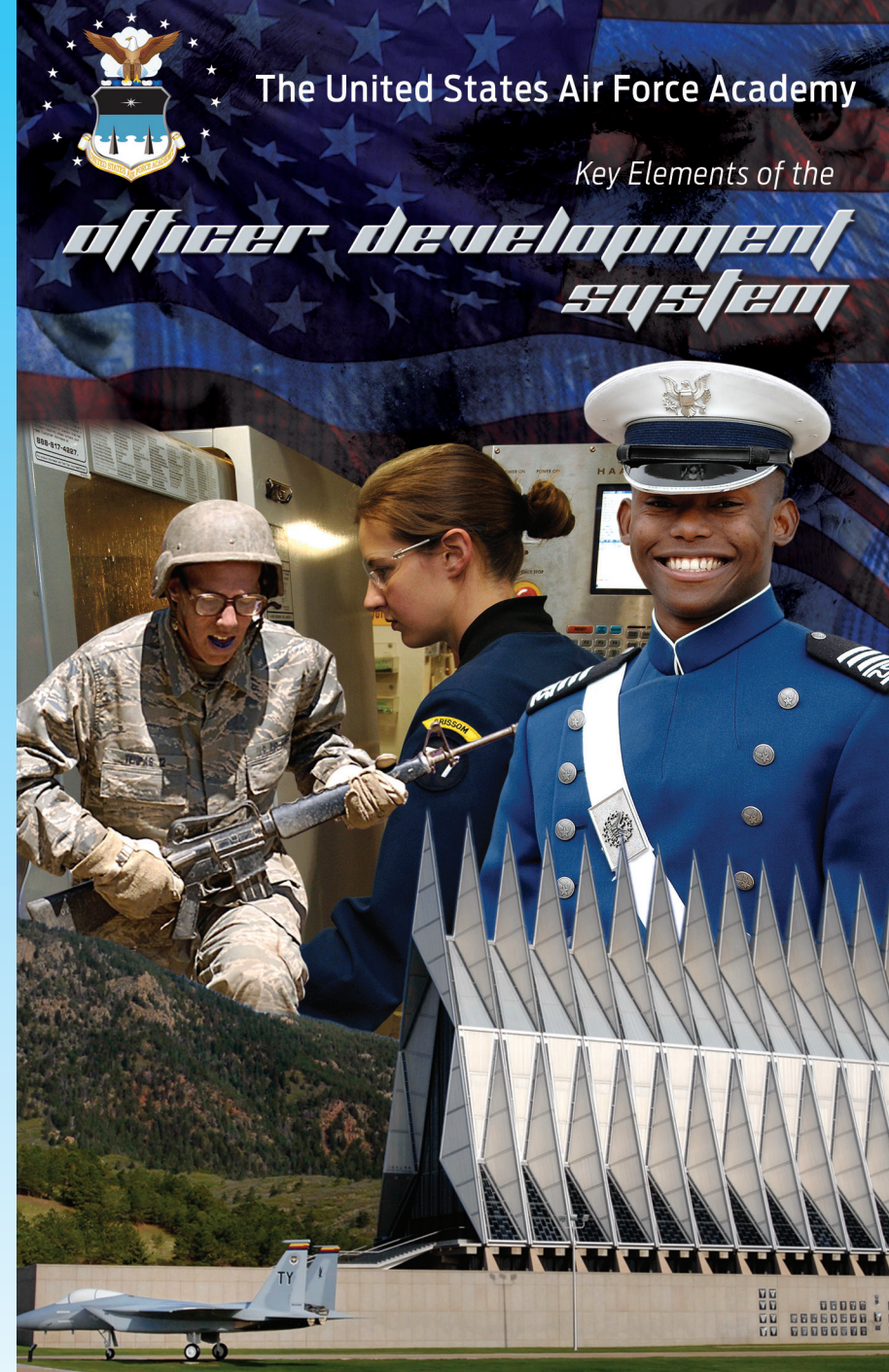
Putting PITO and LGM theories into practice requires a cross mission element strategy capitalizing on the talents of staff, faculty and cadets.

The challenge is to ensure all policies, procedures, standards, and expectations reinforce and support leader development within the PITO model.

While the competencies and outcomes represent the goals and experiences of the Officer Development System, the guiding principles represent the rules of engagement.

The principles below guide the implementation of the Officer Development System.

- 1) Align the USAFA experience with accepted USAF practices.
- 2) Emphasize cadet ownership and accountability for their own development.
- 3) Ensure all leaders and followers gain from each developmental experience, including both successes and failures.
- 4) Establish a common core of experiences and multiple paths to similar outcomes.
- 5) Strike an appropriate balance between quality and quantity of development experiences.
- 6) Create depth of expertise sequentially and progressively based on a cadet's developmental level using the PITO model.
- 7) Couple adequate support with every challenge; tailor every challenge with an appreciation that cadets develop differently and will move through the process at different speeds.
- 8) Use goal-oriented and standards-based approaches to build skill-set expertise.
- 9) Assess the effectiveness of education, training and experiential processes.



"I'm firmly convinced that leaders are not born; they're educated, trained and made, as in every other profession. To ensure a strong and ready Air Force, we must always remain dedicated to this process."
— General Curtis LeMay, CSAF, 1961-1965

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